

**Connecting with
the PA Core:
Implementation
in IU3**



Allegheny Intermediate Unit

**AIU Coaches
Meeting 12/16/2013**

In 5 lines please respond to the following prompt:

◇ Advanced

◇ Proficient

◇ Basic

◇ Below Basic

**IF YOUR SCHOOL'S STAFF
TOOK A KEYSTONE EXAM
ON "IMPLEMENTATION OF
THE COMMON CORE"
WHAT WOULD ITS SCORE
BE? EXPLAIN.**

If your school's staff took a keystone exam on "implementation of the common core" what would its score be? Explain.

◇ Advanced

◇ Proficient

◇ Basic

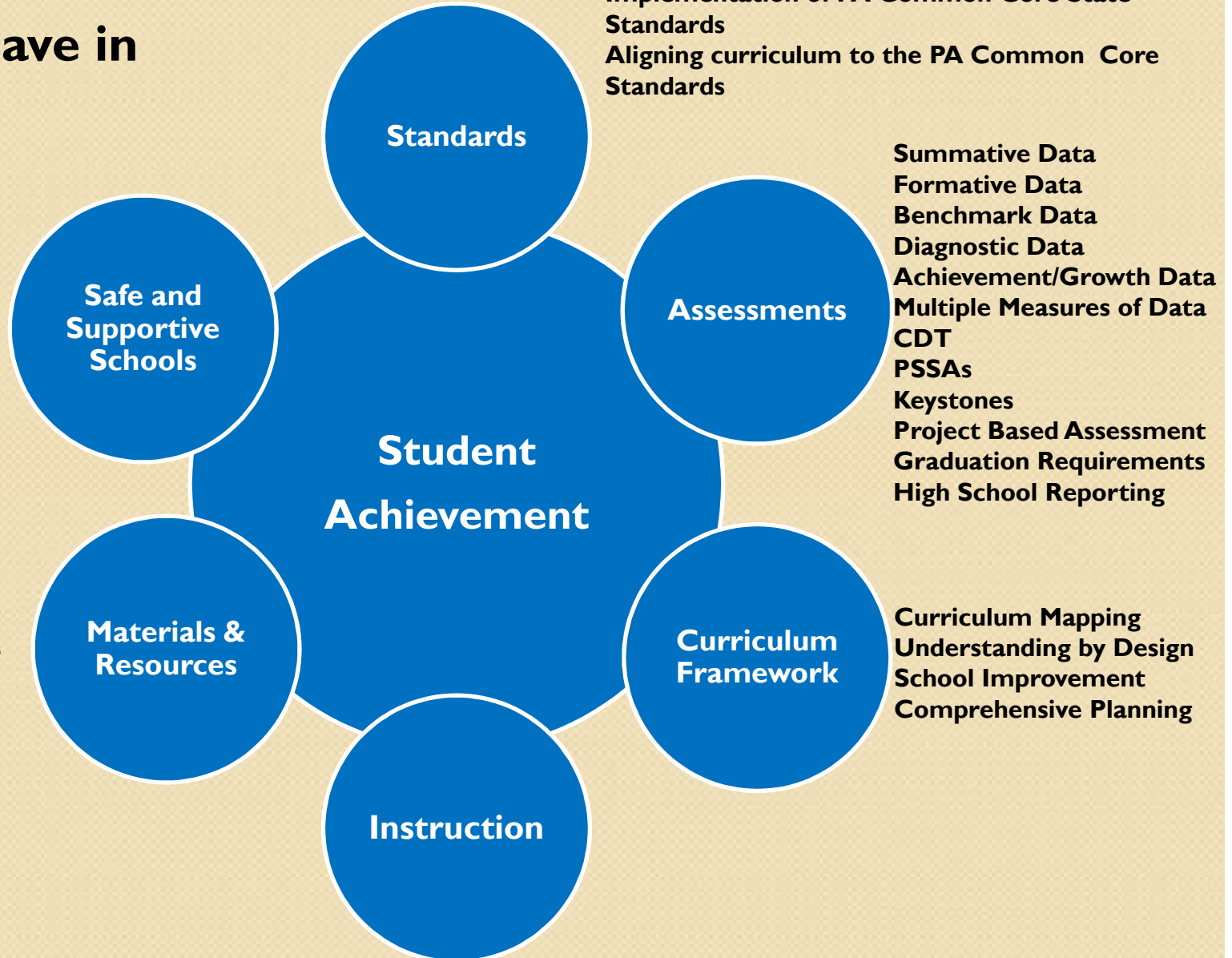
◇ Below Basic

**TURN AND
TALK...SHARE YOUR
SCORE AND HOW YOU
CAME UP WITH IT.**

What do all these PA initiatives have in common?

School Engagement
School Safety
School Environment
School Climate
Parent Involvement

Content Resources
Technology Resources
Grade Level Resources
Subgroup Resources
Learning Progressions
Voluntary Model
Curriculum

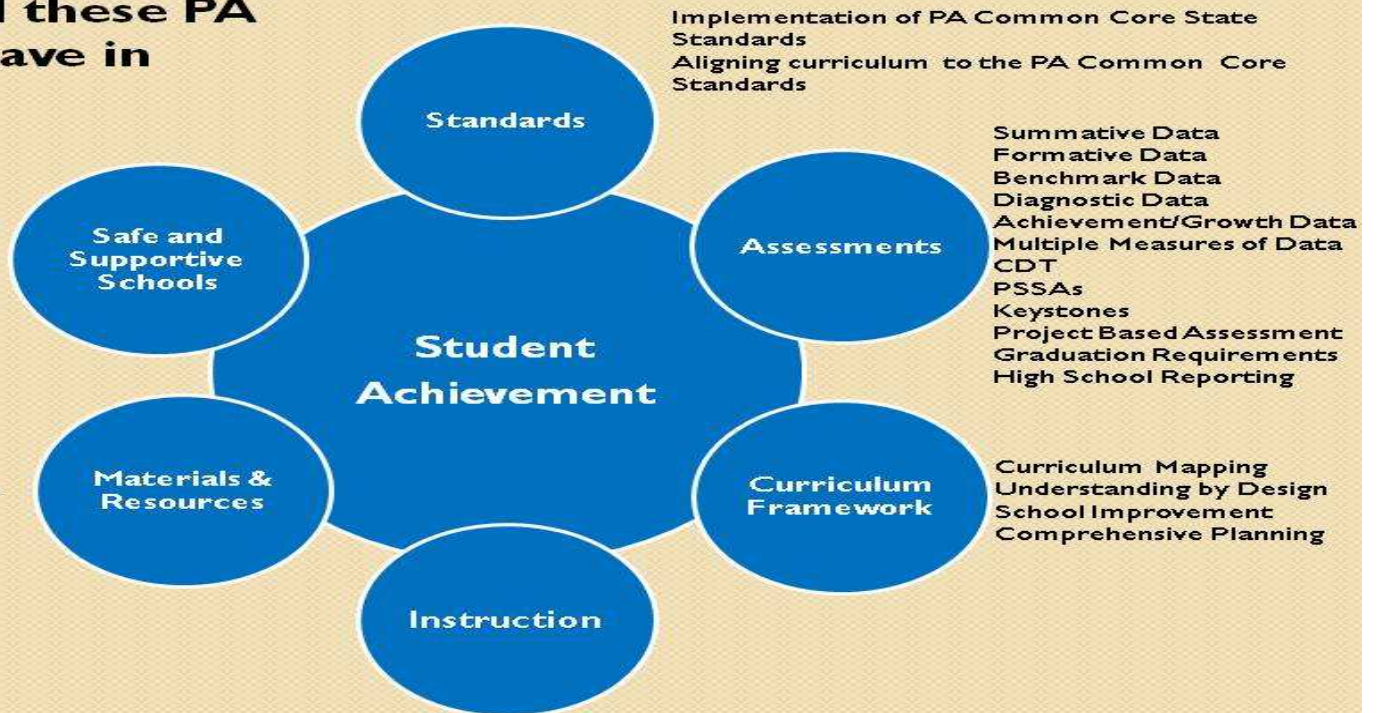


Response to Intervention and Instruction, Educator Effectiveness (teacher, specialists, principal), Professional Learning Communities, Current Research/Best Practices, STEM, Interventions, Keystones to Opportunity, Instructional Coaching, Penn Literacy Network, ELL

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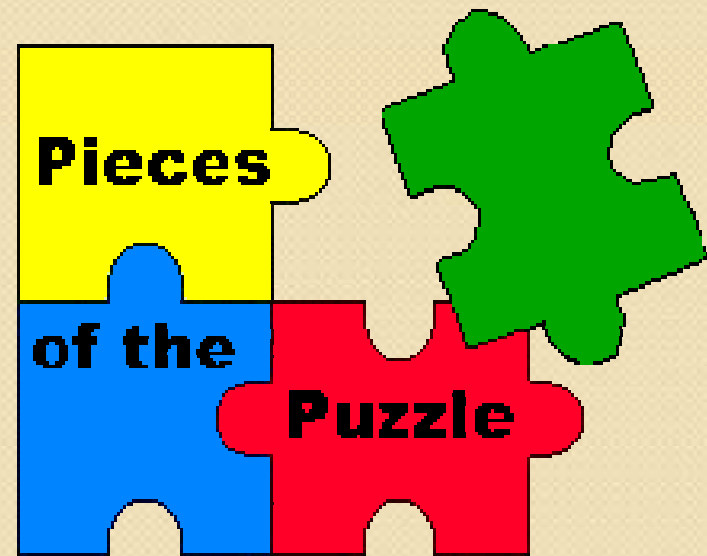


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In MANY instances the COACH is the one asked to have a hand in the most – IF NOT ALL – of these!

How do we make sense of the PA Initiative puzzle and begin to align ourselves to the ELA PA Core?

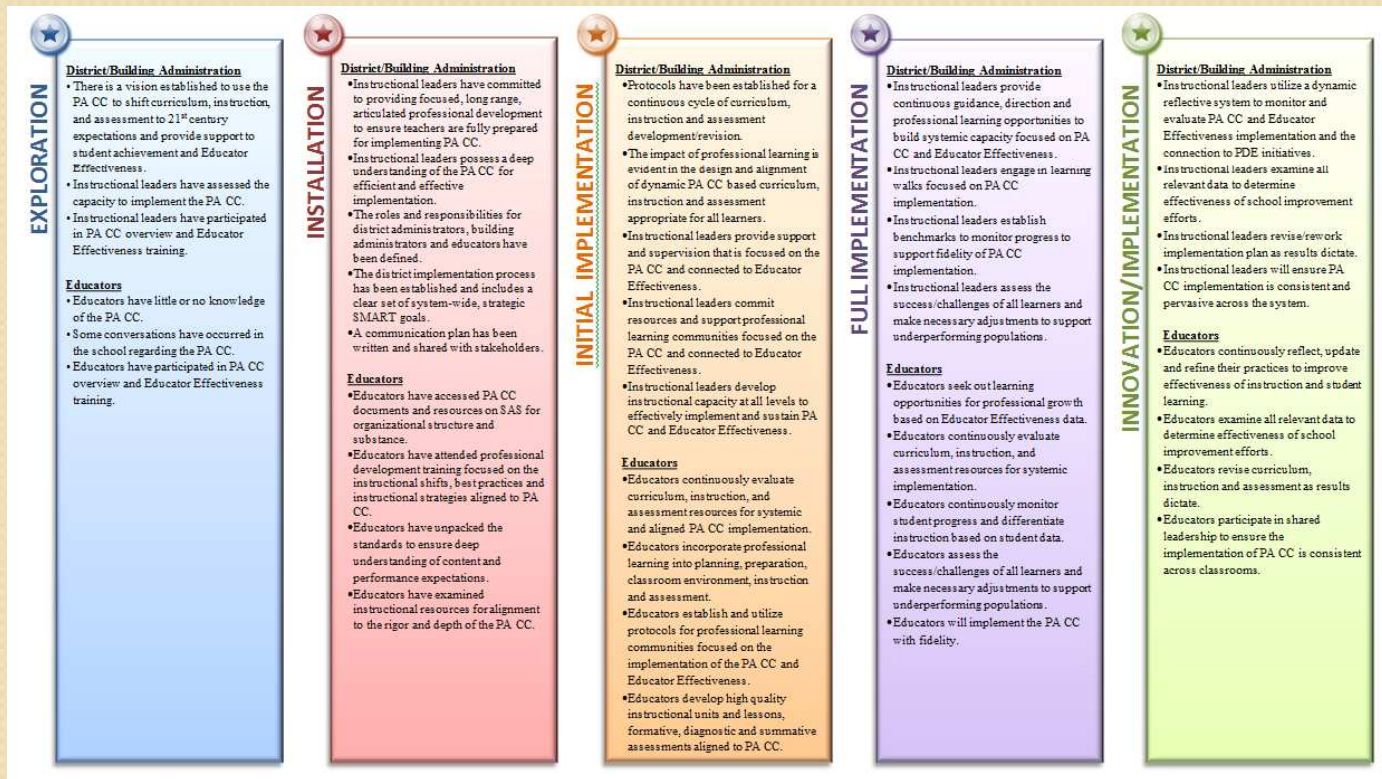
- We know what the pieces of the puzzle are.
- How do we change them from separate pieces....
- To pieces of the same puzzle that yield student success?
- First, we need to know where we are and where we're going.



Perform a close read with the Implementation document (educator section).

Highlight the evidence of implementation in your building.

PA Core Implementation



Turn and talk: What did you highlight? What does this tell you?



**PEDAGOGICAL SHIFTS DEMANDED
BY THE ELA CCSS AND PA CORE STANDARDS**

Balancing Informational and Literary Text

Building Knowledge in the Disciplines 6-12

Staircase of Text Complexity

Text-Dependent Questions/Answers

Writing From Sources

Building Academic Vocabulary



**The CCSS have provided us with
a strong wake-up call.**

**Students who leave schools
today need **strong literacy skills.****




The **CCSS** emphasize much higher-level comprehension skills than previous standards.

Students will be **reading** lots of **books** and **documents** of all sorts, meeting in small groups to **engage** in **conversations** about what they read, taking **stances** for and against the views they find in books, and engaging in **accountable talk** interaction.




The CCSS place equal weight on reading and on writing.

The emphasis on writing standards is parallel to and equal to the emphasis on reading.



The CCSS emphasize reading complex texts.

The level of text complexity a student can read is a big deal. Research links the close reading of complex text-regardless if the student is a struggling reader or advanced-to significant gains in reading proficiency , and finds close reading to be a key component of college and career readiness.



The CCSS convey that intellectual growth occurs through time, across years, and across disciplines.

The Standards articulate grade level benchmarks and a trajectory of skill development. Students need to be supported by a spiral curriculum where teachers share responsibility K-12 for students' progress.



Turn and Talk

What positive educational practices are you observing in your classrooms as we transition to the PA Core Standards?

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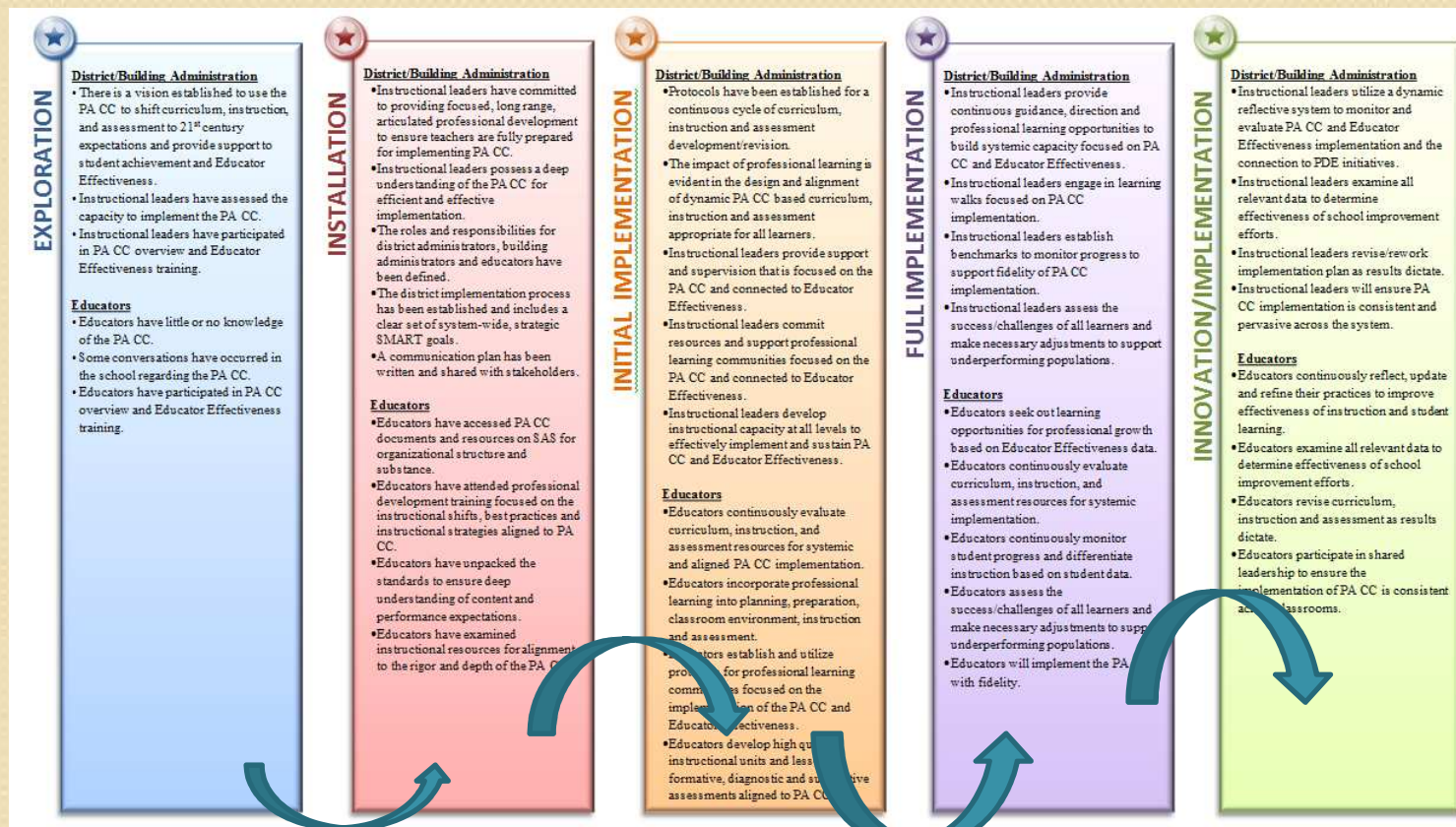
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ACTION PLAN: WHAT CAN YOU, AS A COACH, DO OVER THE NEXT FEW MONTHS TO CONTINUE MOVING EDUCATORS UP THE IMPLEMENTATION LADDER?



“As challenging as it must have been to write and finesse the adoption of the Common Core Standards, that accomplishment is nothing compared to the work of teaching in ways that bring all students to these ambitious expectations. **“The goal is clear, the pathway is not.””**

-Lucy Calkins, Mary Ehrenworth and Christopher Lehman, Pathways to the Common Core: Accelerating Achievement